SYNOPSIS

"IMPACT OF SELF EFFICACY AND MENTAL HEALTH ON OCCUPATIONAL STRESS AMONG TEACHERS."

A Synopsis

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INTRODUCTION

The importance of teachers in a nation building cannot be over emphasized. One cannot discuss the role of education in the national development without giving central attention to teachers as the real agent of development. National development hinges on the contributions of the teachers towards attainment of academic excellence by the students. The major work of teachers is human resources development and no nation can develop above her human resources. The different professionals trained by teachers have their contributions to make to national development. Thus, teachers are very important in the actualization of the school goals and national development. In spite of the central role teachers occupy in the national development, research works (Adeyemo and Ogunyemi, 2005; Dorman, 2003; Van der Linde, 2000) have identified occupational stress as one of the cardinal factors militating against their effective performance in schools.

The daily interaction with pupils, co-workers and the incessant and fragmented demands of teaching in general, often lead to overwhelming pressures and challenges, which further lead to stress and strain. Particularly, the secondary school teachers come across many pressures from different directions such as: Norms and standard set by NCERT; Various conditions set by DPI/State Level Agency; Expectations of NCERT from the institutions to go hand in hand with the changing times; Management's expectations for optimum utilization of minimum resources; One's own pressure to develop professionally; Unending co-curricular activities to meet the needs of the quality school functioning required in future.

Nearly everyone agrees that job stress results from the interaction of the worker and the conditions of work. Views differ, however, on the importance of ***worker characteristics*** versus ***working conditions*** as the primary cause of job stress. These differing viewpoints are important because they suggest different ways to prevent stress at work.

According to one school of thought, differences in individual characteristics such as Self efficacy and mental health are most important in predicting whether certain job conditions will result in stress-in other words, what is stressful for one person may not be a problem for someone else. This viewpoint leads to prevention strategies that focus on workers and ways to help them cope with demanding job conditions.

In the past 20 years, many studies have looked at the relationship between job stress and a variety of ailments. Mood and sleep disturbances, upset stomach and headache, and disturbed relationships with family and friends are examples of stress-related problems that are quick to develop and are commonly seen in these studies. These early signs of job stress are usually easy to recognize. But the effects of job stress on chronic diseases are more difficult to see because chronic diseases take a long time to develop and can be influenced by many factors other than stress. Nonetheless, evidence is rapidly accumulating to suggest that stress plays an important role in several types of chronic health problems-especially.

Good mental health is an important part of a woman's overall health. Your mental health is as important as your physical health. In fact, new research is showing us how closely the two are connected. Taking care of your mental health can help you feel better physically. And taking care of your body is important for your mental health. Good mental health helps you enjoy life and cope with problems. It offers a feeling of well-being and inner strength. Just as you take care of your body by eating right and exercising, you can do things to help protect your mental health.

Teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. Teacher's sense of efficacy has been shown to be a powerful construct related to student outcomes such as achievement (Armor, et.al, 1976; Ashton and Webb, 1986; Moore and Esselman, 1992; Ross, 1992), motivation (Midgley, Feldtaufer and Eccles, 1989) and sense of efficacy (Anderson, Areene and Loewen, 1988). It was also related to teacher's behaviour in the classroom. IF affects the effort they put into teaching, the goals they set, and their level of aspiration.

Teacher efficacy also plays a role in shaping students attitudes towards school, the subject matter being taught and even the teacher. The stronger the general teaching efficacy of a teacher, the greater a student interest in school and the more students perceived that what they were learning was important. Teacher efficacy is related to teacher's classroom behavior, their openness to new ideas and their attitudes towards teaching. Teacher efficacy appears to influence the student achievement, attitude and affective growth. Contextual variables such as school structure and organizational climate may play a role in shaping teacher's sense of efficacy (Gibson and Dembo, 1984).

REVIEW OF LITERATURE

Chan and David, W. (2007) studied burnout, self-efficacy and stressful intelligence among prospective and in-service school teachers. Assessed the three components of burnout (emotional exhaustion, depersonalization and reduced personal accomplishment), perceived self-efficacy and the three tri-archic abilities (analytical, synthetic and practical) of successful intelligence in a sample of 267 Chinese prospective and in-service teachers in Hong Kong. The aim was to explore and examine the contribution of integration or the blending of the tri-archic abilities to the three components of teacher burnout and perceived self-efficacy. While there were subtle gender and teaching experience differences, the general findings suggested that the tri-archic abilities, especially practical abilities, could independently contribute to teacher's sense of personal accomplishment as well as perceived self-efficacy. The interactive combination of the triarchic abilities could be most important in contributing negatively to emotional exhaustion.

Dela Torre Cruz, Manuel, J., Casanova Arias, Pedro, F. (2007) examined the belief about effective teaching in student teachers and in-service teaches. The factor analysis carried out of the results obtained showed that three principal factors; Class room management / Discipline efficacy, Personal teaching efficacy and General teaching efficacy. Analysis which compared efficacy expectancies showed significant differences in the management and discipline dimensions in favor of the group of working teachers, where as an opposite pattern emerged in the general teaching dimension. In addition, there were differences in the class room management / discipline dimension in terms of number of years of experience in the group of in-service teachers.

Anjali Ghosh (2007) examined the similarities and differences in the academic self-efficacy beliefs and achievement with respect to arithmetic and reading comprehension in a group of sibling dyads (n=105) studying in different primary schools of West Bengal. Results revealed significant positive relationship between siblings with respect to their self efficacy beliefs in arithmetic and reading comprehension. Linear regression analyses indicated that for this group of student's achievement in arithmetic and reading comprehension can be efficiently predicted by one's perception of self-efficacy. Different groups of sibling dyads revealed more or less similar pattern of relationship between efficacy judgments and arithmetic, but the relationship is stronger for arithmetic and mixed-sex sibling dyads. The findings indicated that older sibling's characteristics like efficacy judgments and achievement influence younger sibling's personal efficacy and academic performance. Proficient modeling by parents, siblings, peers and teachers can play an important role in this aspect of school learning.

Shahin Vaezi and Nasser Fallah (2011) investigated the relationship between self- efficacy and stress among 108 EFL teachers in Iran. The participants were administered self-efficacy and stress questionnaires. Pearson Product-Moment Correlation and Multiple Regression analyses were used. The results indicated significant negative correlation between self efficacy and stress. Also it was found that both dimensions of self-efficacy, namely, classroom and organizational efficacies, either collectively or separately, could predict stress among EFL teachers.

Luzar_Magda_(2012) carried a qualitative study in vocational secondary schools where teachers are participants in the interview. Results revealed that, all eight of the interview participants responded that stress is present. As a reason for stress, five of the participants stated that the reason was due to changes at work, poor discipline of students, and poor teacher student relationships. With two participants, an important cause of stress is talking with parents about problematic students. Three participants identified stress as irritability and agitation, five participants as being tired and low concentration in equal ratios. They control stress with sports or talking in equal ratios.

Adeyemi (2013) submitted that the location of a school has a significant effect on the academic performance of the child. Since self-efficacy could have effect on both teacher and students' proficiency, environmental factors such as school locations (rural or urban) could also have effect or impact on the proficiency and efficacy of teachers.

Vanita Rose (2013) conducted a study to examine empirically the main effect of gender on occupational stress. A sample of 100 teachers was selected randomly from high schools of Rohtak district and were administered Occupational Stress Index by Srivastava and Singh, OSI(1981).The findings suggested that the main effect of gender was found to be associated with occupational stress.

Eithne Reilly, Katie Dhingra and Daniel Boduszek (2014) examined the role of teaching self-efficacy, perceived stress, self-esteem, and demographic characteristics (age, gender, education, and years of teaching experience) in predicting job satisfaction within a sample of 121 Irish primary school teachers. Design/methodology/approach – Survey data were collected from teachers from eight primary schools. Hypotheses were tested using a comparison of means, correlations, and multiple regressions. Findings – Results indicated that the predictor variables accounted for 22 per cent of variance in teachers' job satisfaction. However, only perceived stress was found to explain unique predictive variance, with high levels of occupations stress related to low levels of job satisfaction. Practical implications – Perceived stress should be targeted in efforts to improve teachers' job satisfaction. Originality/value – The results make an additional contribution to the literature by providing important information on the factors contributing to teachers' job satisfaction in Ireland.

Zaheer Hamid, Christo Bisschoff and Christoff Botha (2015) dealt with work stress within the Swaziland school education context. The objectives are to examine, understand, identify causes of workplace stress and examine how influences work performance. The discussion includes how unmanaged and/or unidentified it manifests itself in relation to the health, welfare and abilities of workers, specifically relating to Swaziland school teachers. The workplace stress-related factors of the teachers and how it influences their work performance were examined using a stratified random sample to identify respondents to complete the structured

questionnaire (*N = 750; n=368)* in the Mbabane, Manzini and Ezulwini areas. Nine factors, explaining a cumulative variance of 56.5 percent, were identified using exploratory factor analysis These factors are (in declining order of importance) Satisfaction, Unfair promotion, Internal locus of control, Job performance, Personal growth, Job retention, Job loyalty, Competence and Job control.

Marjolein Zee and Helma M. Y. Koomen (2016) in a study integrated 40 years of teacher self-efficacy (TSE) research to explore the consequences of TSE for the quality of classroom processes, students' academic adjustment, and teachers' psychological well-being. Via a criteria-based review approach, 165 eligible articles were included for analysis. Results suggest that TSE shows positive links with students' academic adjustment, patterns of teacher behavior and practices related to classroom quality, and factors underlying teachers' psychological well-being, including personal accomplishment, job satisfaction, and commitment. Negative associations were found between TSE and burnout factors. A small number of studies indicated indirect effects between TSE and academic adjustment, through instructional support, and between TSE and psychological well-being, through classroom organization.

STATEMENT OF THE PROBLEM

To study the Impact of Self Efficacy and Mental Health on Occupational Stress among Teachers.

RATIONALE OF THE STUDY

While the topic of teacher stress has been widely studied, far fewer studies have been conducted on the impact of mental health to manage the potential stressors in their lives in relation to the self efficacy.

In India, stress appraisal per se is not a well explored area especially among teachers and, therefore, the available literature is very meager. Teacher stress studies done in India are mostly based on sources of stress and objective measurements of stress. The problem of stress in teachers, particularly high school teachers, is an important aspect on the process of adjustment in the present scenario of social and emotional changes.

As certain characteristics such as self efficacy beliefs among the teachers influence the perception of stress of teachers and their concurrent coping strategy, the investigator is interested to study the factors namely Self efficacy, Stress and mental health among primary and high school teachers, of both the gender (men/women).

Keeping these in view, the present study is planned with the following objectives,

Objectives

The following are the objectives of the present investigation.

a) To explore the influence of gender on self efficacy among primary and high school teachers.

b) To assess the influence of gender on mental health among primary and high school teachers.

c) To study the influence of gender on occupational stress among primary and high school teachers.

d) To study the effect of Self efficacy on the Occupational stress of Primary and High school teachers.

e) To study the effect of Mental health status on the Occupational stress of Primary and High school teachers.

f) To find out the correlation of Occupational stress among Primary and High school teachers with their-

- Self efficacy
- Mental Health

Hypotheses

On the basis of existence literature, following hypotheses are framed for this investigation.

a) Primary and high school teachers differ in their levels of self efficacy with regard to gender.

b) Primary and high school teachers differ in their mental health status with regard to gender.

c) Primary and high school teachers differ in severity of occupational stress with regard to gender.

d) Self efficacy influences the levels of occupational stress among primary and high school teachers.

e) Mental health influences the levels of occupational stress among primary and high school teachers.

f) There is significant interaction between self efficacy and mental of the primary and high school teachers with regard to their occupational stress.

g) Occupational stress among Primary and High school teachers has significant negative correlation with their -

- Self efficacy
- Mental Health

METHODOLOGY

Sample

A whole sample will be comprised of total 200 teachers. Total subjects will be equally divided according to their levels of self efficacy and mental health status. Thus, there will be four groups of subjects. In each group, there will be 50 teachers. The age of the subjects will be 21 to 55 years.

The distribution of total sample is depicted as follows-

Table-A

Sample Distribution

Self efficacy→ Mental health status ↓	**Low**	**High**	**Total**
Low	50	50	100
High	50	50	100
Total	100	100	200

Variables

Study I (Cause-Effect Study)

Independent variables:

- Self efficacy
  - ✓ Low (A1)
  - ✓ High (A2)
- Mental health status
  - ✓ Low (B1)
  - ✓ High (B2)

Socio-demographic variables:

- ✓ Gender (Male/Female)
- ✓ Levels of teaching (Primary/High school)

Dependent variables

Following variables will be treated as a dependent variable in the present research

- Occupational Stress

Study II (Correlation study):

- Self efficacy
- Mental Health
- Occupational Stress

RESEARCH DESIGN

2x2 factorial design will be used to study the impact of the independent variables on the dependant variables. To find out the correlation of Occupational styles with self efficacy and mental health, the Correlation design will be used.

Research Tests

To collect the data following tests will be used;

Assessment of Teachers Self Efficacy:

The self efficacy of the teachers will be assessed using Bandura's (1997) teacher self efficacy scale. It consists of ten statements. There are four responses for each statement i.e. not at all true, barely true, moderately true and exactly true with weightages of 1, 2, 3 & 4 respectively. The minimum and maximum possible scores on the scale are 10 & 40 respectively. Low score indicates low teacher self efficacy and high score indicates high teacher self efficacy. The reliability of the test was 0.68 and the validity of the test was 0.82.

Assessment of Occupational stress:

Occupational Stress Inventory:

Occupational Stress Inventory (OSI) is a concise measure of three dimensions or domains of occupational adjustment: Occupational Stress, Psychological Strain and Coping Resources.

For present study, Occupational Role Questionnaire (ORQ) will be used to measure occupational stress.

Occupational Role Questionnaire (ORQ) (Osipow & Spokane, 1986): The Occupational Stress domain is measured by a set of six scales which are collectively called Occupational Role Questionnaire (ORQ).

The ORQ Scales are

i. Role Over load (RO) measures the extent to which job demands exceed resources (personal and work place) and the extent to which an individual is able to accomplish expected workloads.
ii. Role Insufficiency (RI) measures the extent to which the individual's training, educational skills and experience are appropriate to job requirements.
iii. Role Ambiguity (RA) measures the extent to which the priorities, expectations and evaluation criteria are clear to the individual.
iv. Role Boundary (RB) measures the extent to which the individual is experiencing conflicting role demands and loyalties in the work setting.

v. Responsibility (R) measures the extent to which the individuals have or feels, a great deal to responsibility for the performance and welfare of other on the job.

vi. Physical Environment (PE) measures the extent to which the individual is exposed to high levels of environmental toxins or extreme physical conditions.

Scoring: Scoring will be done according to the instructions given in the manual ORQ item numbers (RO-5,6; RI-11,14,15,16,17,19; RA-21,22,24,25,27,28,29,30; RB-34,35,37,38,40; R-50) are reverse rated (i.e. a rating of 'never' produces a score of '5' on above items '1' on other items.

Assessment of Mental health status

Mental health status will be assessed by using Mental health Status Inventory designed by Jagadish and Srivastava (1983), and the scale consists of 56 statements. The statements are related to Positive Self Evaluation (PSE), Perception of Reality (PR), Integration of Personality (IP), Autonomy (ATY), Group Oriented Attitude, (GOA), and Environmental Mastery (EM). In this scale four alternative responses have been given to each statement i.e., 'Always' is given a score of 4 to 1, i.e 4 for 'True' keyed (positively) and 1 in the case of 'False' keyed (Negatively). Of the 56 statements 24 are positive keyed and the remaining negatively keyed. The reliability of the test was established by test-retest method and it is 0.82.

Procedure

As per objective, a total of 200 teachers from primary and high school levels with equal number of male and female will be selected from different schools. The sample will be administered on the scales mentioned above and the obtained data will be analysed by statistical techniques.

Proposed statistical procedure

Looking into the aim of present research study statistical methods which will be used are given below:

- Description statistics i.e. means and S.D and 't' tests will be computed.
- Analysis of Variance (Two Way ANOVA)
- Correlation analysis

Results & discussion

The score will be tabulated in the respective tables, there after the obtained results will be discussed and interpreted in the light of previous studies & hypotheses formulated for the purpose of this study.

Expected outcomes & conclusions

Based on citation of respective studies and reviews done in the past, it will be expected that male and female primary and high school teachers will be significantly different on their self efficacy, mental health status and severity of occupational stress.

Further it is expected that self efficacy and mental health will be significantly correlated with occupational stress among primary and high school teachers.

The thesis will be consisting following chapters.

1. Introduction
2. Review of Literature
3. Methodology.
4. Data analysis & Discussion.
5. Summary and conclusions.
6. References
7. Bibliography
8. Appendix

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Research Student **Research Guide**

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